



CASE MANAGEMENT FOR LEARNING PORTFOLIO (CLP)

ICAN FLEXIBLE LEARNING OPTIONS (FLO)

Student Name:

FLO Service/Program Provider:

FLO Case Manager :

School of Enrolment:

Case Management Learning Portfolio (CLP)

INTRODUCTION

The Case Management for Learning Portfolio (CLP) will be a document that students can share with their family, friends, teachers and employers. It represents the shared learning journey that the young people undertake.

As a Flexible Learning Option (FLO) Case Manager you are required to deliver case management within the ICAN framework. This involves case management for LIVING, LEARNING & TRANSITION refer to FLO Guidelines 2010 www.ican.sa.edu.au

This portfolio has been developed to assist Case Managers and students in developing a learning plan. In doing so it will also guide Case Managers about what evidence of learning needs to be collected for assessment by FLO Coordinators.

This portfolio can be used for primary or secondary students.



INSTRUCTIONS

This folder has templates to guide Case Managers and young people in developing their personal learning journey. Case Managers and young people should also use this folder as a collection point for evidence of this learning journey.

HOW IS THIS PORTFOLIO STORED?

1. The CLP should be stored and managed by the FLO Case Managers.
2. When a student exits FLO, their CLP is given to the school FLO Coordinator and the young person is able to collect their portfolio from their school of enrolment.

WHAT DO CASE MANAGERS DO WITH THE EVIDENCE COLLECTED IN THE CLP?

1. By Week 6 of each term, Case Managers should provide these folders to the school FLO Coordinators so that:
 - Case Managers and school FLO Coordinators can discuss a young person's learning outcomes and inform future pathways.
 - The evidence collected can be included in school reports to parents/care-givers.

NB - The CLP should NOT include any case plans, diagnostic reports or other confidential information

CONTENTS

Introduction	2
Instructions	2
Section 1 - Getting Started	4
Young Person's Self Assessment Tool	5
Starting a FLO Plan	7
My Achievements	8
SACE Course Planner	10
Section 2 - Coaching Young People For Success (CYPFS) or Flexible Learning & Transition Plan (FLTP)	12
CYPFS - Checklist	13
Section 3 - Student Folder Term 1 Portfolio	14
Learning Summary	15
Timetable	16
Goal Setting & Reflection	17
Section 4 - Student Folder Term 2 Portfolio	18
Learning Summary	19
Timetable	20
Goal Setting & Reflection	21
Section 5 - Student Folder Term 3 Portfolio	22
Learning Summary	23
Timetable	24
Goal Setting & Reflection	25
Section 6 - Student Folder Term 4 Portfolio	26
Learning Summary	27
Timetable	28
Goal Setting & Reflection	29
Section 7 - Flexible Learning Options (FLO) Transition/Exit Plan	30
FLO Transition/Exit Plan	31



SECTION 1

Getting Started

ICAN

1 <<Case Managers may choose to use one, all or none of these tools, depending on what is useful for your students. These tools can be used to start discussions if a student is not ready to commence Coaching Young People for Success modules.>>

INDEX OF TOOLS

1. Young Person's Self Assessment Tool

Part of the ICAN Engagement Matrix frequently used by Case Managers, this document can be completed by the student at the start of FLO and at the end of each term to review the young person's progress.

2. Starting a FLO Plan

This allows the student to start thinking about the kinds of things they are interested in and would like to achieve. It also assists the Case Manager to identify ways to start developing the student's pathway plans. It can be a great tool for initiating discussion and getting to know the student, particularly if new FLO students are not ready to start work on Coaching Young People for Success modules.

3. My Achievements

Great for all students - it focuses on anything that the student has achieved that he/she has been proud of. It is also particularly useful for younger students or those whose academic achievement or engagement at school has been minimal. In the case of the latter, the previous pathway planning sheets may not be appropriate at this time or they might be used only for the Case Manager's information.

4. SACE Course Planner

Secondary students only - this 2 page document is an overview of the current SACE. Young people should be assisted to make an appointment with the school FLO coordinator to discuss options for completing their SACE.

YOUNG PERSON'S SELF ASSESSMENT TOOL

Where am I at?

Young people's self assessment tool 2010




To be completed by the young person together with their case manager

Young person's name:

Today's date:



Case manager's name:

How much do each of these statements apply to you?



- If you think they are very true for you, mark the box with the smiley face. 
- If you don't think they are true at all, mark the box with the sad face. 
- If you think they are a bit true, mark a box between the smiley and the sad face to show how much you think they are true or not true for you. 

Wellbeing



I think I will succeed

					
---	--	--	--	--	---



I plan for the future

					
---	--	--	--	--	---



I think about things before I act

					
---	--	--	--	--	---

Sometimes I make mistakes



					
---	--	--	--	--	---

I try to see the happy things in life



					
---	--	--	--	--	---

Relationships



I like to be with other people

					
---	--	--	--	--	---



I care about other people's feelings

					
---	--	--	--	--	---



My friends can trust me

					
---	--	--	--	--	---



I trust my friends

					
---	--	--	--	--	---



I treat people the way I'd like to be treated

					
---	--	--	--	--	---



I like learning new things

					
---	--	--	--	--	---



I like to talk about things I have learned

					
---	--	--	--	--	---



Difficult things can sometimes be fun

					
---	--	--	--	--	---

I like to see other kids doing well

					
---	--	--	--	--	---

I try to do my best

					
---	--	--	--	--	---

Involvement

STARTING A FLO PLAN

FOR: _____ ON: ____/____/____

TYPES OF ACTIVITIES

LIKES ☒ DISLIKES ☒

☐ OUTDOORS

☐ SPORT

☐ PHYSICAL

☐ HANDS-ON

☐ NATURE

☐ PEOPLE

☐ ADULTS

☐ TEENS

☐ CHILDREN

☐ ANIMALS

☐ INDOORS

☐ OFFICE

☐ STRUCTURED

☐ INDEPENDENT

☐ TEAMS

☐ READING

☐ WRITING

☐ CREATIVE/ARTISTIC

☐ MAKING

☐ PROBLEM SOLVING/
THINKING

Strengths

Areas for
Improvement

Skills to
Develop or Learn

1. _____

2. _____

3. _____

1. _____

2. _____

3. _____

1. _____

2. _____

3. _____

MAIN GOAL: ☐ SACE ☐ TRAINING ☐ WORK

THINKING ABOUT POSSIBLE PATHWAYS

starting point
where am I now?

3 possible steps to move
me towards my goal

my current
goal (s)

HOBBIES/INTERESTS

I AM CURRENTLY

☐ Doing unpaid work at

☐ Employed (casual) at

☐ Employed (part time) at

☐ Not working

☐ Studying at

MY ACHIEVEMENTS

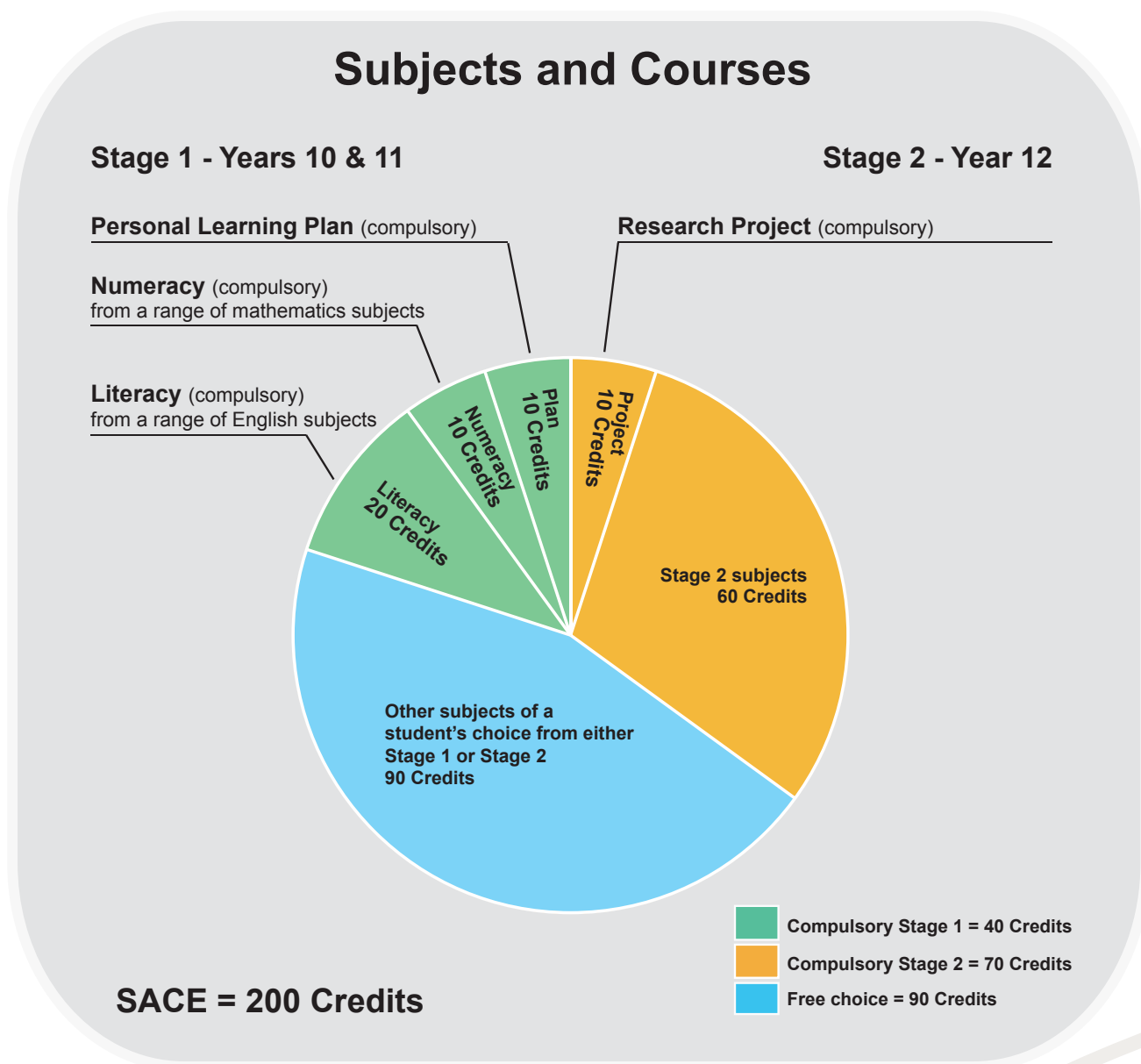
Things that are important or meaningful to me

The graphic consists of five overlapping circles, each with a thick pink border. The circles are arranged in a star-like pattern: one in the center and four surrounding it. Each circle contains the words "when?", "what?", and "why?" in a different color. The top-left circle is blue, the top-right is red, the center is green, the bottom-left is pink, and the bottom-right is blue. The circles overlap in the center and at the corners.

SACE COURSE PLANNER

FOR SECONDARY STUDENTS ONLY - THE FOLLOWING IS AN OVERVIEW OF THE CURRENT SACE

SACE Course planner



When a young person is ready to commence SACE, their Case Manager should make an appointment with the school FLO Coordinator.

NAME: _____ APPOINTMENT TIME: _____

FLO COORDINATOR NAME: _____

TO BE COMPLETED BY FLO COORDINATOR AT APPOINTED TIME WITH STUDENT AND CASE MANAGER

SACE Course planner

You must complete the Personal Learning Plan, worth 10 credits

Personal Learning Plan

Credits

10

You must complete at least 20 credits* towards literacy

Choose from a range of English/English as a Second Language subjects or courses

You must complete at least 10 credits* towards numeracy

Choose from a range of mathematics subjects or courses

Subtotal

You must complete other subjects (of the student's choice) worth at least 90 credits*

Choose Stage 1 or Stage 2 subjects

Subtotal

You must complete at least 80 additional credits* in Stage 2 subjects Choose

Stage 2 subjects

You must complete a major project of extended studies, worth 10 credits

Research Project

10

Subtotal

Total 200

To gain the SACE, you must earn 200 credits

<div></div>	Compulsory Stage 1 subjects	Students must achieve either an A, B, C or equivalent in the compulsory subjects to complete the SACE
<div></div>	Compulsory Stage 2 subjects	
<div></div>	Free choice subjects (Stage 1 and/or 2)	Students must achieve a grade in these subjects

* If your subject choices in a particular section exceed the minimum number of credits required, you should count the extra credits in another relevant section



SECTION 2

Coaching Young People for Success (CYPFS)

Flexible Learning & Transition Plan (FLTP)

2 <<This section allows Case Managers to keep all CYPFS modules in one place and easily accessible.

Case Manager and student 'sign-off' each completed module together - a visual and 'formalised' representation of the student's achievement. Modules could then potentially be used towards the SACE ICAN PLP (see ICAN PLP for more information).

ALTERNATIVELY you may choose to work through the Flexible Learning & Transition Plan (FLTP), available on the ICAN website.

www.ican.sa.edu.au >>

INDEX OF TOOLS



MODULE 1 - CAREER COACHING
My Life and Career Pathway Plan

MODULE 2 - LIFE COACHING
Steps for My Life Success

MODULE 3 - PERFORMANCE COACHING
My Top Performance Plan (Years 10-12)
Steps for my School Success (Years 6-10)

FOR COPIES OF CYPFS MODULES AND WORKSHEETS

Contact Life Business Consultancy....

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Robyn Chellew: + 61 3 0417 144 350

Web: www.lifebusiness.com.au

Email: contact@lifebusiness.com.au

Fax: + 61 3 98856168

CYPFS - CHECKLIST

- Case Manager to tick when complete
- Case Manager and student to sign off when both are satisfied that the module has been completed



CYPFS MODULE 1 - Career Coaching
My Life and Career Pathway Plan

Case Manager Sign: _____ Date: _____

Student Sign: _____ Date: _____



CYPFS MODULE 2 - Life Coaching
Steps for My Life Success

Case Manager Sign: _____ Date: _____

Student Sign: _____ Date: _____



CYPFS MODULE 3 - Performance Coaching
My Top Performance Plan (Years 10-12)

Case Manager Sign: _____ Date: _____


Student Sign: _____ Date: _____



CYPFS MODULE 3 - Performance Coaching
Steps for My School Success (Years 7-10)

Case Manager Sign: _____ Date: _____

Student Sign: _____ Date: _____



SECTION 3

Student Folder

Term 1 Portfolio

3 <<Each section/term contains templates of timetables and goal setting & reflection sheets. Templates are included as an example only. You may wish to use your own. >>

INDEX OF TOOLS

1. Term 1 Learning Summary

Student Activity, Learning & Achievement

The FLO Case Manager completes this form at the end of Term, prior to School Reports and Quarterly DECS/ICAN Reports being written. This information may be used by the FLO Coordinator to assist in the completion of reports. This form (or a copy of) should be attached to the copy of each student's evidence documents for the Term, which should be submitted to the FLO Coordinator.

2. Term 1 Timetable

It is essential that Case Managers and Program Providers ensure that student timetables are accurate and up-to-date and that both FLO Coordinators and parents / caregivers are provided with up-to-date copies at all times. FLO Coordinators will use the timetables as the key method of monitoring and recording attendance, except when they are advised of absences.

3. Term 1 Goal Setting & Reflection Sheet

This is intended as a starting point for the Case Manager and student to discuss at the start of each Term and to reflect upon at the end of each Term (if required, Case Managers may scribe responses for the student, though it is preferable for the student to write their own responses while they discuss questions with the Case Manager).

TERM 1 LEARNING SUMMARY

STUDENT ACTIVITY, LEARNING AND ACHIEVEMENT

The FLO Case Manager completes this form at the end of Term, prior to School Reports and Quarterly DECS/ICAN Reports being written. This information may be used by the FLO Coordinator to assist in the completion of reports. This form (or a copy of) should be attached to the copy of each student's evidence documents for the Term, which should be submitted to the FLO Coordinator.

EVIDENCE IS RECORDED IN THE CLP:			PLEASE TICK <input checked="" type="checkbox"/> ONE BOX:			
Course/program title	Course/program provider	Course/program duration and dates	Enrolled or registered for course but has not yet started	Started course/program	Completed course/program	Enrolled in or started course but did not continue

NB: Case manager to attach copies of all course results to this summary

DOCUMENTS INCLUDED FOR TERM ONE:

- ☐ ICAN Engagement Matrix / Young Person's Self-Assessment tool
- ☐ Program / course registration papers
- ☐ Certificates obtained (eg: for attendance, participation, achievement etc)
- ☐ School Term Report; Program Term Reports; VET or TAFE Reports
- ☐ Letters / references
- ☐ First Aid, White Card, Drivers Licences and certificates etc
- ☐ Datex Reports (can be obtained from the school FLO Coordinator)
- ☐ Any other work done with or via the Case Manager (eg: Engagement Program handouts or work done; resumes; course or career research; on-line practice driving tests; on-line OHSW certificates; evidence of other activities, student work, excursions or events via flyers / brochures or photographs etc. (Don't hesitate to share your ideas with us too, about other evidence that could be included).

Details: _____

TERM 1 TIMETABLE

STUDENT NAME: _____ SIGN: _____

CASE MANAGER NAME: _____ SIGN: _____


SCHOOL OF ENROLMENT:					
FLO SERVICE/PROGRAM PROVIDER:					
TIME	MONDAY:	TUESDAY:	WEDNESDAY:	THURSDAY:	FRIDAY:
RECESS					
LUNCH					
AFTER HOURS					

NB: Provide a copy to the school FLO Coordinator and young person - a copy could also be posted or given the parent/care-giver.

TERM 1 GOAL SETTING & REFLECTION

Young people and Case Managers work together to identify up to three (3) goals for this term.

END OF TERM REFLECTION:		
START OF TERM:	Did I achieve this goal?	If yes, how did I get there and who helped me?
Goals		
1.		
2.		
3.		
RELECTION		
What have I learned about myself?		
What do I want to do more of?		



SECTION 4

Student Folder

Term 2 Portfolio

4 <<Each section/term contains templates of timetables and goal setting & reflection sheets. Templates are included as an example only. You may wish to use your own. >>

INDEX OF TOOLS

1. Term 2 Learning Summary

Student Activity, Learning & Achievement

The FLO Case Manager completes this form at the end of Term, prior to School Reports and Quarterly DECS/ICAN Reports being written. This information may be used by the FLO Coordinator to assist in the completion of reports. This form (or a copy of) should be attached to the copy of each student's evidence documents for the Term, which should be submitted to the FLO Coordinator.

2. Term 2 Timetable

It is essential that Case Managers and Program Providers ensure that student timetables are accurate and up-to-date and that both FLO Coordinators and parents / caregivers are provided with up-to-date copies at all times. FLO Coordinators will use the timetables as the key method of monitoring and recording attendance, except when they are advised of absences.

3. Term 2 Goal Setting & Reflection Sheet

This is intended as a starting point for the Case Manager and student to discuss at the start of each Term and to reflect upon at the end of each Term (if required, Case Managers may scribe responses for the student, though it is preferable for the student to write their own responses while they discuss questions with the Case Manager).

TERM 2 LEARNING SUMMARY

STUDENT ACTIVITY, LEARNING AND ACHIEVEMENT

The FLO Case Manager completes this form at the end of Term, prior to School Reports and Quarterly DECS/ICAN Reports being written. This information may be used by the FLO Coordinator to assist in the completion of reports. This form (or a copy of) should be attached to the copy of each student's evidence documents for the Term, which should be submitted to the FLO Coordinator.

EVIDENCE IS RECORDED IN THE CLP:			PLEASE TICK <input checked="" type="checkbox"/> ONE BOX:			
Course/program title	Course/program provider	Course/program duration and dates	Enroled or regis-tered for course but has not yet started	Started course/program	Completed course/program	Enroled in or started course but did not continue

NB: Case manager to attach copies of all course results to this summary

DOCUMENTS INCLUDED FOR TERM TWO:

- ☐ ICAN Engagement Matrix / Young Person's Self-Assessment tool
- ☐ Program / course registration papers
- ☐ Certificates obtained (eg: for attendance, participation, achievement etc)
- ☐ School Term Report; Program Term Reports; VET or TAFE Reports
- ☐ Letters / references
- ☐ First Aid, White Card, Drivers Licences and certificates etc
- ☐ Datex Reports (can be obtained from the school FLO Coordinator)
- ☐ Any other work done with or via the Case Manager (eg: Engagement Program handouts or work done; resumes; course or career research; on-line practice driving tests; on-line OHSW certificates; evidence of other activities, student work, excursions or events via flyers / brochures or photographs etc. (Don't hesitate to share your ideas with us too, about other evidence that could be included).

Details: _____

TERM 2 TIMETABLE

STUDENT NAME: _____ SIGN: _____

CASE MANAGER NAME: _____ SIGN: _____


SCHOOL OF ENROLMENT:					
FLO SERVICE/PROGRAM PROVIDER:					
TIME	MONDAY:	TUESDAY:	WEDNESDAY:	THURSDAY:	FRIDAY:
RECESS					
LUNCH					
AFTER HOURS					

NB: Provide a copy to the school FLO coordinator and young person - a copy could also be posted or given the parent/care-giver.

TERM 2 GOAL SETTING & REFLECTION

Young people and Case Managers work together to identify up to three (3) goals for this term.

END OF TERM REFLECTION:		
START OF TERM:	Did I achieve this goal?	If yes, how did I get there and who helped me?
Goals		
1.		
2.		
3.		
RELECTION		
What have I learned about myself?		
What do I want to do more of?		



SECTION 5

Student Folder

Term 3 Portfolio

5 <<Each section/term contains templates of timetables and goal setting & reflection sheets. Templates are included as an example only. You may wish to use your own. >>

INDEX OF TOOLS

1. Term 3 Learning Summary

Student Activity, Learning & Achievement

The FLO Case Manager completes this form at the end of Term, prior to School Reports and Quarterly DECS/ICAN Reports being written. This information may be used by the FLO Coordinator to assist in the completion of reports. This form (or a copy of) should be attached to the copy of each student's evidence documents for the Term, which should be submitted to the FLO Coordinator.

2. Term 3 Timetable

It is essential that Case Managers and Program Providers ensure that student timetables are accurate and up-to-date and that both FLO Coordinators and parents / caregivers are provided with up-to-date copies at all times. FLO Coordinators will use the timetables as the key method of monitoring and recording attendance, except when they are advised of absences.

3. Term 3 Goal Setting & Reflection Sheet

This is intended as a starting point for the Case Manager and student to discuss at the start of each Term and to reflect upon at the end of each Term (if required, Case Managers may scribe responses for the student, though it is preferable for the student to write their own responses while they discuss questions with the Case Manager).

TERM 3 LEARNING SUMMARY

STUDENT ACTIVITY, LEARNING AND ACHIEVEMENT

The FLO Case Manager completes this form at the end of Term, prior to School Reports and Quarterly DECS/ICAN Reports being written. This information may be used by the FLO Coordinator to assist in the completion of reports. This form (or a copy of) should be attached to the copy of each student's evidence documents for the Term, which should be submitted to the FLO Coordinator.

EVIDENCE IS RECORDED IN THE CLP:			PLEASE TICK <input checked="" type="checkbox"/> ONE BOX:			
Course/program title	Course/program provider	Course/program duration and dates	Enroled or regis-tered for course but has not yet started	Started course/program	Completed course/program	Enroled in or started course but did not continue

NB: Case manager to attach copies of all course results to this summary

DOCUMENTS INCLUDED FOR TERM THREE:

- ☐ ICAN Engagement Matrix / Young Person's Self-Assessment tool
- ☐ Program / course registration papers
- ☐ Certificates obtained (eg: for attendance, participation, achievement etc)
- ☐ School Term Report; Program Term Reports; VET or TAFE Reports
- ☐ Letters / references
- ☐ First Aid, White Card, Drivers Licences and certificates etc
- ☐ Datex Reports (can be obtained from the school FLO Coordinator)
- ☐ Any other work done with or via the Case Manager (eg: Engagement Program handouts or work done; resumes; course or career research; on-line practice driving tests; on-line OHSW certificates; evidence of other activities, student work, excursions or events via flyers / brochures or photographs etc. (Don't hesitate to share your ideas with us too, about other evidence that could be included).

Details: _____

TERM 3 TIMETABLE

STUDENT NAME: _____ SIGN: _____

CASE MANAGER NAME: _____ SIGN: _____


SCHOOL OF ENROLMENT:					
FLO SERVICE/PROGRAM PROVIDER:					
TIME	MONDAY:	TUESDAY:	WEDNESDAY:	THURSDAY:	FRIDAY:
RECESS					
LUNCH					
AFTER HOURS					

NB: Provide a copy to the school FLO Coordinator and young person - a copy could also be posted or given the parent/care-giver.

TERM 3 GOAL SETTING & REFLECTION

Young people and Case Managers work together to identify up to three (3) goals for this term.

END OF TERM REFLECTION:		
START OF TERM:	Did I achieve this goal?	If yes, how did I get there and who helped me?
Goals		
1.		
2.		
3.		
RELECTION		
What have I learned about myself?		
What do I want to do more of?		



SECTION 6

Student Folder

Term 4 Portfolio

6 <<Each section/term contains templates of timetables and goal setting & reflection sheets. Templates are included as an example only. You may wish to use your own. >>

INDEX OF TOOLS

1. Term 4 Learning Summary

Student Activity, Learning & Achievement

The FLO Case Manager completes this form at the end of Term, prior to School Reports and Quarterly DECS/ICAN Reports being written. This information may be used by the FLO Coordinator to assist in the completion of reports. This form (or a copy of) should be attached to the copy of each student's evidence documents for the Term, which should be submitted to the FLO Coordinator.

2. Term 4 Timetable

It is essential that Case Managers and Program Providers ensure that student timetables are accurate and up-to-date and that both FLO Coordinators and parents / caregivers are provided with up-to-date copies at all times. FLO Coordinators will use the timetables as the key method of monitoring and recording attendance, except when they are advised of absences.

3. Term 4 Goal Setting & Reflection Sheet

This is intended as a starting point for the Case Manager and student to discuss at the start of each Term and to reflect upon at the end of each Term (if required, Case Managers may scribe responses for the student, though it is preferable for the student to write their own responses while they discuss questions with the Case Manager).

TERM 4 LEARNING SUMMARY

STUDENT ACTIVITY, LEARNING AND ACHIEVEMENT

The FLO Case Manager completes this form at the end of Term, prior to School Reports and Quarterly DECS/ICAN Reports being written. This information may be used by the FLO Coordinator to assist in the completion of reports. This form (or a copy of) should be attached to the copy of each student's evidence documents for the Term, which should be submitted to the FLO Coordinator.

EVIDENCE IS RECORDED IN THE CLP:			PLEASE TICK <input checked="" type="checkbox"/> ONE BOX:			
Course/program title	Course/program provider	Course/program duration and dates	Enrolled or registered for course but has not yet started	Started course/program	Completed course/program	Enrolled in or started course but did not continue

NB: Case manager to attach copies of all course results to this summary

DOCUMENTS INCLUDED FOR TERM FOUR:

- ☐ ICAN Engagement Matrix / Young Person's Self-Assessment tool
- ☐ Program / course registration papers
- ☐ Certificates obtained (eg: for attendance, participation, achievement etc)
- ☐ School Term Report; Program Term Reports; VET or TAFE Reports
- ☐ Letters / references
- ☐ First Aid, White Card, Drivers Licences and certificates etc
- ☐ Datex Reports (can be obtained from the school FLO Coordinator)
- ☐ Any other work done with or via the Case Manager (eg: Engagement Program handouts or work done; resumes; course or career research; on-line practice driving tests; on-line OHSW certificates; evidence of other activities, student work, excursions or events via flyers / brochures or photographs etc. (Don't hesitate to share your ideas with us too, about other evidence that could be included).

Details: _____

TERM 4 TIMETABLE

STUDENT NAME: _____ SIGN: _____

CASE MANAGER NAME: _____ SIGN: _____

SCHOOL OF ENROLMENT:					
FLO SERVICE/PROGRAM PROVIDER:					
TIME	MONDAY:	TUESDAY:	WEDNESDAY:	THURSDAY:	FRIDAY:
RECESS					
LUNCH					
AFTER HOURS					

NB: Provide a copy to the school FLO Coordinator and young person - a copy could also be posted or given the parent/care-giver.

TERM 4 GOAL SETTING & REFLECTION

Young people and Case Managers work together to identify up to three (3) goals for this term.

END OF TERM REFLECTION:		
START OF TERM:	Did I achieve this goal?	If yes, how did I get there and who helped me?
Goals		
1.		
2.		
3.		
RELECTION		
What have I learned about myself?		
What do I want to do more of?		



SECTION 7

Flexible Learning Options (FLO) Transition/Exit Plan

7 <<This section is used to record when a student exits FLO for any reason (eg: voluntarily exiting FLO; re-engaging in mainstream schooling; moving; traineeship or apprenticeship; employment; or as a required exit). Case Managers and Program Providers have Transition (or Exit) documentation in place, which needs to be included in this folder.

Any FLO exit must be discussed with, and approved by, the FLO Coordinator who will then advise ICAN.>>

INDEX OF TOOLS

FLO TRANSITION/EXIT PLAN

Case Manager ,Service Provider or Program Provider to use their own organisation's TRANSITION OR EXIT PLAN documentation when a student exits FLO.

Please ensure that the FLO Coordinators are kept up-to-date and that they are given copies of all CLP documentation, usually near the end of each term and ideally prior to the writing of Quarterly DECS/ICAN Reports.

WHAT NEXT?

Once a Transition/Exit Plan has been completed please forward this folder to the school FLO Coordinator

FLO TRANSITION/EXIT PLAN

Case Management Service Provider or Program Provider
INSERT TRANSITION/EXIT PLAN